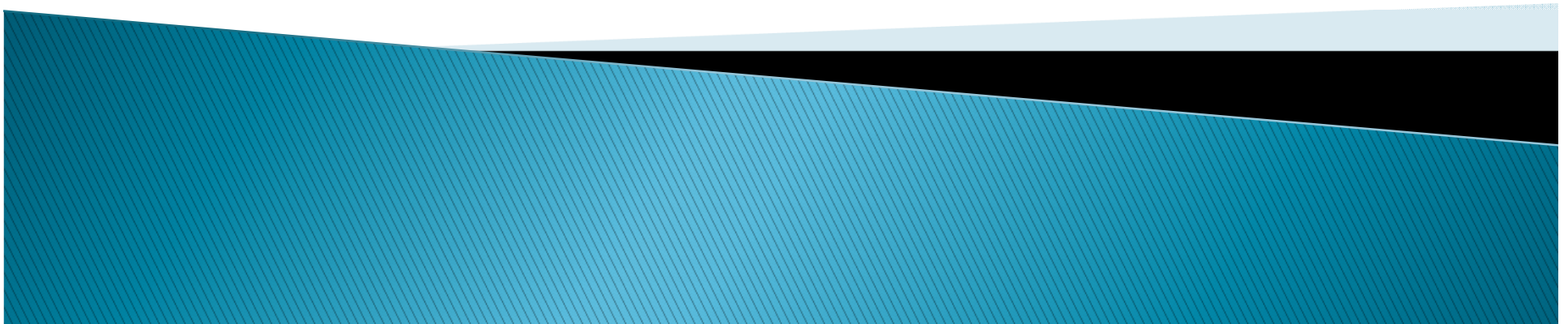


ESEA Flexibility

Presented by:
Maine Department of Education



ESEA Flexibility

- ▶ NOT a repeal of NCLB (ESEA)
- ▶ Keeps the basic NCLB accountability system in place
- ▶ Does provide us with flexibility in some areas of NCLB
- ▶ NOT a blank check from the Feds

Application Checklist

The Task: “A high-quality request” will:

- ▶ Provide a description and evidence of each principle met by the State
- or*
- ▶ Describe how the State will meet each unmet principle within the required timeframe and report its progress.

Application Checklist

Efforts to gain public input...

Students

- Focus groups (2)

State Education Associations

- Convene representatives to review and provide feedback during the process

Application Checklist

Public Forums

- Bangor High School (Dec. 8, 6–7:30 p.m.)
- Online (Dec. 13, 6–7:30 p.m.)
- Portland PATHS (Dec. 14, 6–7:30 p.m.)

Survey

- Seeking wide distribution: teachers, administrators, parents, students...
- Asking help of associations to spread the word
- More than 700 participants in first three days!

Newsroom Discussion

- Ongoing online conversation

Principles

Principle 1: College- and career-ready expectations for all students

- ▶ 1A: Adopt college- and career-ready standards
- ▶ 1B: Transition to college- and career-ready standards
- ▶ 1C: Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth

Principles

Principle 2: State–developed differentiated recognition, accountability, and support

- ▶ **2A: Develop and implement a state–based system of differentiated recognition, accountability, and support**
- ▶ **2B: Set ambitious but achievable annual measurable objectives**



Principles

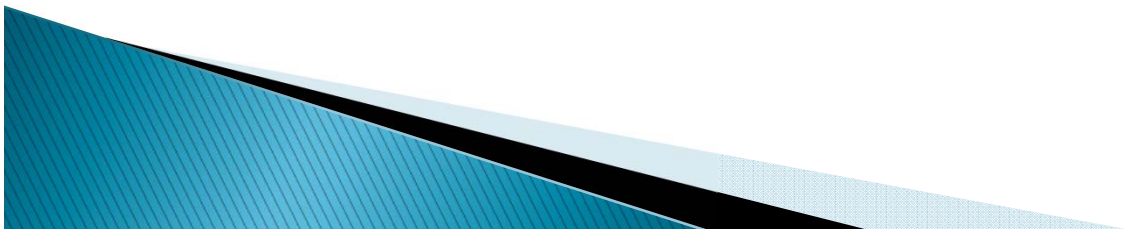
Principle 2: State–developed differentiated recognition, accountability, and support

- ▶ 2C: Reward schools (high performing)
- ▶ 2D: Priority schools (low performing)
- ▶ 2E: Focus Schools (achievement gaps)
- ▶ 2F: Provide incentives and supports for other Title I schools
- ▶ 2G: Build state, district, and school capacity to improve student learning

Principles

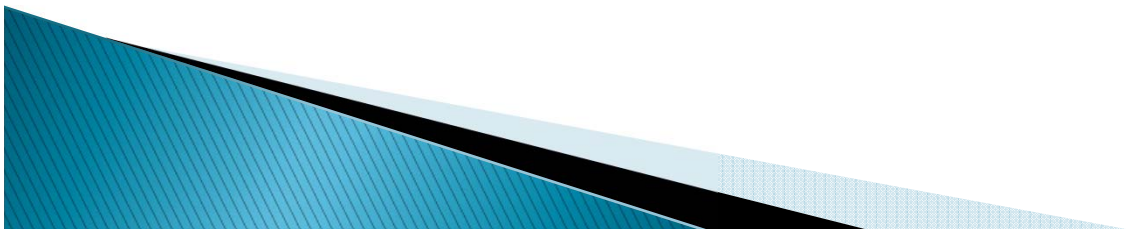
Principle 3: Supporting effective instruction and leadership

- ▶ 3A: Develop and adopt guidelines for local teacher and principal evaluation and support systems
- ▶ 3B: Ensure districts implement teacher and principal evaluation and support systems



Guiding Questions

- ▶ How can we support schools in implementing commons standards and common assessments?
- ▶ What measurable new factors should we include in determining the effectiveness of our schools?
- ▶ How should we “reward” high achieving schools, and how do we better support schools needing help?
- ▶ What elements should we insist be a part of teacher and principal evaluation systems?



Resources

Maine DOE ESEA Flexibility Web Page

1.usa.gov/ESEAflex

- ▶ Take the survey
- ▶ Participate in the online discussion
- ▶ Federal guidelines
- ▶ Updates on Maine's request